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ABSTRACT

The two papers in this document on social science libraries were presented at the 1984 IFLA general conference. In "Library and Continuing Education with Implications for Developing Countries: A Research Essay," David R. Bender (United States) examines factors impacting upon the skills necessary for effective librarianship in the social sciences, and the role these factors have in shaping library school curricula and continuing education programs. Among the factors identified are new technologies and changing user needs. The paper also discusses a recent study by King Research, "Library Human Resources: A Study of Supply and Demand," that reflects the magnitude of change in the employment of librarians projected through 1990 within the United States. In "The Provision of Social Science Literature and Information Services in Kenya: Availability, Accessibility, Future Prospects and Problems," J. F. Lilech (Kenya) provides an exposition of Kenya's need for social science information as an indispensable domestic resource to be mobilized by planners, policy-makers, and managers. The national need for library and information services is emphasized with references to the Current Development Plan, 1984-1988. (THC)

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IFLA GENERAL CONFERENCE, NAIROBI 1984

Division: Special Libraries

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LIBRARY AND CONTINUING EDUCATION WITH IMPLICATIONS FOR DEVELOPING COUNTRIES: A RESEARCH ESSAY

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LIBRARY AND CONTINUING EDUCATION WITH IMPLICATIONS FOR DEVELOPING COUNTRIES: A RESEARCH ESSAY

David R. Bender, Ph.D.

"Effective consideration of the problems of education for a profession must be based in a clear perception of the realities in which the profession exists. That is, education for a profession is part of the profession, and educational problems cannot be examined realistically without attentions to the conditions in which the profession exists."[1] The field of library and information science is one which is changing rapidly due to such external conditions. New technologies and user needs have impacted upon the skills necessary for effective librarianship. It is the intent of this paper to examine these factors and their role in the shaping of library curricula and continuing education programs. Implications and basic trends will be drawn for library education in developing countries while addressing cultural, demographic and economic differences.

A recent study reflects the results of investigation into the magnitude of change in the employment of librarians projected through 1990 within the United States. Library Human Resources: A Study of Supply and Demand was jointly funded and coordinated by two components of the Office of Educational Research and Improvement, U.S. Department of Education--the National Center for Education Statistics and the Office of Libraries and Learning Technologies. Staff at King Research, Incorporated, served as project investigators and director.

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1. John Calvin Colson, "Professional Ideals and Social Realities: Some Questions About the Education of Librarians," Journal of Education for Librarianship 21 (Fall, 1980): p. 91.

The projections derived from the Library Human Resources Study serve as sources of input into decision-making processes in education for librarians, library service and library research. They also serve as an information device for present and potential library and information science professionals.

The study provides a clear picture of the current employment situation in libraries. In 1982, there were approximately 136,000 full time equivalent librarians employed in libraries, with 48 percent employed in school libraries, 23 percent in public libraries, 15 percent in academic libraries, and 14 percent in special libraries. Professional librarians made up about 45 percent of total library staffs, with 5 percent being other professionals and 50 percent technical, clerical and other support staff. About 80 percent of employed librarians had some sort of library degree or certification, with the majority having an MLS degree. Individuals with BLS degrees made up about 12 percent of all employed librarians, and those with school library certification but no library degree accounted for about 7 percent of the total.

Looking at the current library school picture, we find that there were about 4,200 graduates of accredited MLS programs in 1980/81, 800 graduates of nonaccredited MLS programs, 300 graduates of BLS programs, and 1,700 individuals who completed preparation for school library certification without receiving a library degree. Of the total of approximately 7,000 graduates, about 80 percent went on to library employment, about 4 percent to information professional employment, 6 percent to other employment, and 10 percent to student or unemployed status.

Study projections show the overall supply and demand situation through 1990. On the demand side, the number of positions in libraries is expected to increase modestly into the early 1980s and then level off through 1990. Thus the decade of the 1980s is expected to show an even smaller increase in librarian employment than the rather stable 1970s, with no anticipated return to the boom period of the 1960s. Special library employment should increase, growing from about 18,000 in 1980 to 23,000 in 1990. In total, librarian employment is estimated at 131,000 in 1980 and projected to be 138,000 in both 1985 and 1990.

The study also provides valuable information for education programs. It indicates that there will be a need for continuing education experiences at both the entry and advanced levels. The study substantiates the need for computer related skills. Therefore, it would appear that courses based in technological theory and practice should be offered for those beginning or advancing their education in library and information science.[2]

"No one can deny that in the last decade, extraordinary developments in computer and communication technology have tremendously affected virtually every facet of librarianship. Shared technical services through electronic networks such as OCLC and RLIN, computerized circulation control systems, and online information retrieval are becoming rountine and integral

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2. King Research, Inc. "Library Human Resources: A Study of Supply and Demand," A report prepared for the National Center for Education Statistics and the Office of Libraries and Learning Technologies (Chicago, Ill.: American Library Association, 1983).

components of library service. The newest technological wave that is sweeping through the library world is the microcomputer."[3]

Computer literacy is vital to all segments of our society. Within the library education world, "contents of existing courses are being enriched with technological components; for example, courses on cataloging now include not only discussion of OCLC and similar systems, but also possibly some practice input of cataloging data on terminals. A number of new courses such as systems analysis, systems design and evaluation, online information retrieval, software development and management, database management, etc. are being added to curricula. As more and more library jobs require proficiency in the design, development, operation and evaluation of information systems, traditional elective courses such as history of books and libraries and comparative librarianship are likely to become less popular with those students who are increasingly concerned with enhancing their employment in a competitive job market."[4]

Other definitive information regarding competencies to be stressed in library education will be reported shortly by King Research, Inc. King Research, Inc. was awarded a contract by the United States Department of Education to study New Directions for Library and Information Science Education. "The purpose of

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3. K. Subramanyam, "Current Concerns in American Library Education," International Library Review 15 (July, 1983): p. 299.

4. Ibid., p. 300.

the project is to identify, describe and validate both current and future competency requirements of librarians and information science professionals"[5] at different career levels.

The questions to be addressed by the project are:

1. What are the relevant trends in the library and information environment? How will the environment change in the future? How will it remain the same?

2. What do information professionals do? What functions and activities do they perform? Where (in what settings) do they work?

3. What aspects of the functions and activities of information professionals will change, given the trends described above (question 1)?

4. What competencies are currently needed by information professionals to perform their functions and activities? What new competencies will be needed? Which competencies will become more prominent?

5. To what extent do current information professionals have the necessary competencies identified above (in question 4)?

6. How can future needs for competencies be met?"[6]

Data to answer these questions has been generated by validation of competency lists "for four work settings:

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5. King Research, Inc. "New Directions in Library and Information Science Education - Newsletter" (Rockville, Maryland: March, 1983), p. 1.

6. Ibid., p. 3.

. academic libraries

. public libraries

. school libraries

. special libraries

Within each type of library, the competency lists are broken down by function. These functions are:

. acquisitions

. cataloging

. circulation and reader (user) services

. collection maintenance

. interlibrary loan

. management

. reference

. serials control

The next level of breakdown in the competency list is that of professional level. Three levels are represented in the lists: entry level (1-3 years of professional experience), mid level (4-10 years of professional experience), and senior level (more than 10 years of professional experience). The competencies are presented for each level in a cumulative fashion, i.e., the competencies for the mid level include those of the entry level, and those for the senior level include those of both the mid level and entry level. Information professional competencies are then described in terms of three components:

knowledges, skills and attitudes."[7] In turn, these components are subdivided into specified and behavioral terms.

Quite clearly, the results of this study will be invaluable to educational institutions, employers, professional associations and information professionals as they strive to enhance the skills and capabilities of those individuals in the field of library and information science.

The studies and technological developments of which I have spoken all indicate the great extent to which the field of library and information science has changed. It must continue to respond to not only the trends of today but the needs of the future. "The students who now enter schools of librarianship can be expected to remain active in the profession for the next 30-35 years. Given the rate of technological developments and their impact on libraries, no one can predict what the shape of things in libraries will be even in the next 15-20 years. At least some of the predictions of the automated office, the electronic journal, and the 'paperless society' are likely to be partially realized. It is obvious that library and information science faculty cannot now clearly foresee all the changes and prepare the students to meet those changes with confidence... What can be done, therefore, is to prepare the students to (1) accept the fact that changes are inevitable, (2) develop attitudinal

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7. King Research, Inc. "New Directions in Library and Information Science Education - Newsletter" (Rockville, Maryland: Marcy, 1984), p. 1.

flexibility and ability to adapt to changes when they do occur, and if possible, (3) anticipate and facilitate changes."[8]

This points to the need for library school graduates to update their skills at strategic intervals so that they can learn of change and assist in its implementation for their organizational environment. "The 1970s could well be called the years of continuing education in library education, with the publication of Elizabeth Stone's monumental 'Continuing Library and Information Science Education: Final Report to the National Commission on Library and Information Science' in May of 1974, and the establishment of the Continuing Education Network and Exchange (CLENE). There is no reason to believe that we will have less need for continuing education in the decade to come than in the one just past."[9]

"Library schools are becoming increasingly aware of this new responsibility and are providing continuing education opportunities. These range from certificate programs requiring formal course work and possibly some research beyond the master's degree program to short courses and workshops. Many workshops are held before or after the annual conferences of major national professional organizations to enable conference participants to take these workshops. A number of private, for-profit agencies have formed to conduct seminars and workshops. The effectiveness

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8. K. Subramanyam, "Current Concerns in American Library Education," p. 303.

9. Edwin S. Gleaves, "Library Education: Issues for the Eighties," Journal of Education for Librarianship 22 (Spring, 1982): p. 271-272.

and impact of their activities remain to be evaluated. Professional societies also offer continuing education workshops. In a truly pluralistic tradition for which the United States is well known, many diverse groups are offering continuing education opportunities and competing with each other to attract participants. The demand for continuing education opportunities will no doubt increase as more and more librarians become aware of this need as a result of the mounting pressure of technological changes."[10]

Special Libraries Association is one such professional society that has historically recognized the need to provide continuing education to assist practitioners in maintaining and strengthening their competence through updating their knowledge, skills and attitudes.

Special Libraries Association has a long history of sponsoring continuing education throughout the United States and Canada through its Chapters and Divisions. Traditionally, the courses presented have responded to local needs and interests. As early as the 1930s, special librarians attended SLA update programs at the Chapter level. The Association, through its Education Committee, presented the first national Pre-Conference Update Program in 1965. In 1977 SLA recognized the necessity to develop a long-range continuing education plan to further enhance

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10. K. Subramanyam, "Current Concerns in American Library Education," p. 303-304.

its members' abilities in the field of library and information science. Thus, SLA established a formal commitment to professional development and initiated a continuing education program adopting nationally recognized standards.

At each annual conference diverse professional development events, including continuing education courses, workshops and films are featured. These programs cover a wide range of topics from technical workshops to general management courses, from professional development seminars to personal growth programs. They are keyed to developing and shaping the skills needed by special librarians to keep abreast of the latest advancements in the field of library and information science. At the 1984 Annual Conference over 25 continuing education courses were offered to conference attendees.

Curricula for continuing education is designed with current trends and professional growth needs in mind. This is exemplified by SLA's computer technology course sequence. The advent of the personal computer as well as other technological developments in the storage, retrieval and dissemination of information necessities providing course attendees with essential skills and systems knowledge. Personal computer operation, utilization and purchasing as well as an introduction to and clinic on database design are among the courses presented.

Another instructional area focuses upon providing special librarians and information specialists with a foundation in general management and communication. Among the courses offered are

"Effective Writing Skills," "Management Communication in Special Libraries & Information Centers," as well as "Productive Supervision" and "Stress Management." Courses in Information Science center upon areas of topical interest such as cost benefit analysis and survival of the special library. Areas related to specific division needs are also presented through SLA's Continuing Education Courses.

Through out SLA's Continuing Education Program, we remain responsive to members' needs. Due to the high level of interest in professional growth an Educational Conference is held each year to augment the program offered at the Annual Conference. Our Educational Conference Winter '85, will be held in Philadelphia featuring a varied program of continuing education courses, workshops and management films.

Additionally, regional continuing education courses are conducted throughout the United States and Canada under SLA's auspices. Courses are also co-sponsored with Chapters. In these ways, professional development is brought directly to special librarians and information specialists in their own geographical area.

The Middle Management Institute Certificate Program is the second phase of SLA's Professional Development Program. MMI was instituted in 1982 by the Association as special librarians and information specialists are increasingly moving into management slots, often without the benefit of formal management training.

This program aims to provide that training. The objectives of the Middle Management Certificate Program includes:

1. developing the skills and tools of management
2. sharpening decision-making skills
3. providing practical training in specific areas of management
4. helping participants to understand organizational behavior including the relationships of various departments to one another and the corporate entity
5. stimulating new ideas through interaction among participants representing a variety of organization structures.

The MMI consists of 75 hours of instruction divided into five programs:

MANAGEMENT SKILLS provides participants with an understanding of organizational theory and forms, including the role of the library information center. Identification of management styles, images as well as decision making and problem solving skills enables students to understand and analyze behavior within an organization.

ANALYTICAL TOOLS covers strategic planning and budgeting techniques, giving participants an opportunity to apply these concepts to their own budget development. Productivity and accountability in addition to statistical methods for use in information centers are other topics included in the program.

HUMAN RESOURCES assists participants in developing and refining interaction techniques utilized within an organization. Among

the skills presented are: negotiation, interviewing, performance appraisal, conflict resolution as well as time management.

MARKETING & PUBLIC RELATIONS focuses upon the identification and development of the most effective marketing strategy to employ in an organization. The role of communication, alternative forms of media as well as how to convey a message are among the areas addressed.

MATERIALS & MACHINES presents an overview of the new technologies available to librarians and information professionals who assist in managing the flow of information within an organization. Discussion of systems, equipment and materials along with managerial principles and techniques acquaints participants with a variety of practical tools.

Additionally, on a periodic basis, SLA publishes professional development books on timely topics of educational interest to special librarians and information specialists. Those in current series include Archives & Manuscripts and Budgeting Techniques for Libraries & Information Centers.

In summary, Special Libraries Association's efforts are one example of a source of continuing education and professional development for librarians and information specialists.

Librarianship has become an international profession transcending industrialized and non-industrialized nations. Developing countries seeking to establish a firm foundation in library education cannot "neglect the fact that there are world trends

in the field."[11] "The development of the world character of the documentary information profession has been due to a number of factors over the past 10 to 20 years. The work of UNESCO from 1946 on in providing the money for numerous consultancies all over the developing world; its work in organizing regional conferences for the spread of ideas; the organization of international conferences like the UNISIST conference of 1971 and the NATIS conference of 1974--intergovernmental conferences which committed government at least to look at major recommendations for world-wide application. There has been the work of the British Council and other similar bodies, which have provided aid both in personnel and in materials. IFLA and FID have since 1971, with the aid of UNESCO, organized 'Pre-Session Seminars' each year before their general conferences. All these, among other factors have contributed to make librarianship an international profession."[12]

However, in examining the world trends I discussed earlier, one must be sure to address the particular nature and needs of a developing country prior to the inclusion of trends into a library school curricula. "It is important to focus attention on the problems involved in the relationship of information to the particular country or countries, which the school serves."[13]

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11. P. Havard-Williams, "Professional Education: A Personal View," International Library Review 13 (October, 1981): p. 352.

12. Ibid., p. 354.

13. Ibid., p. 355.

"Obviously the diversity in stages of development and in other aspects of a nation's life creates diversity in information requirements and problems. Thus a difference in information needs and educational needs in information science is to be expected."[14]

"Each country, in planning a national information programme, has to make an assessment of its priorities in library development and thereafter, in relation to resources and needs, determine priorities... The order of priorities in library development may depend on the overall national development plan, and may relate to a choice between providing sophisticated information and bibliographic services to an informed elite or communal and general education and library services for ordinary readers."[15] Other shortcomings at the national level impact upon the implementation of a library program. "Lack of adequate funding, insufficiently trained staffs, and a failure by governmental authorities to recognize the importance of library development are frequently listed problems which hamper library development in emerging nations."[16] Officials must also recognize the fact that "a nation's rate of economic development will be enhanced by the elimination of illiteracy. Trained

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14. Tefko Saracevic, "Information Science Education and Development," UNESCO Bulletin for Libraries 8 (September-October, 1976): p. 117.

15. Dorothy Anderson, "Waiting for Technology: An Overview of Bibliographic Services in the Third World," IFLA Journal 9 (November, 1983): p. 285.

16. R.M. Ballard, "Library Education and Library Problems in Developing Nations," International Library Review 12 (1980): p. 69.

librarians serving schools and the general public would aid in that process."[17]

Historical and political factors are not the only hindrance to library development. "Understanding of geography and climate... can furnish clues to transportation and roads. Planning, building and the use of libraries, regardless of where libraries are located, are essentially dependent on roads.

Closely related to geography and climate are demographic factors, which include such factors as total number of inhabitants and percentage of age groups in relation to the total population; education levels, especially the extent of literacy; racial and ethnic composition of the population; and urban/rural distributions. The above demographic factors are important when planning most types of services and systems, including libraries. Related to the demographic factors is communication.

The extent of a nation's communication systems can bear directly on library developments. Communication includes languages and dialects; numbers of newspapers; availablity of books and magazines and how well they are distributed; film production; and radio and television. If we take book production in vernacular languages we can immediately see that stocking a library with readable materials gets to be a problem in a nation with many dialects and languages."[18]

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17. Ibid.

18. Miles M. Jackson, "Comparative Librarianship and Non-Industrialized Countries," International Library Review 14 (1982): p. 103.

"The difficulties caused by the diverse problems of development, diversity in countries and backgrounds of students have to be alleviated by a curriculum that stresses common grounds and transfer of knowledge. At issue is determination and selection of: level of education, time requirement, content of education; degree of emphasis on particular topics; sequence and distribution of topics; balance between teaching of knowledge v. teaching of skills; teaching methods; and other problematic aspects of any curriculum."[19]

Yet, in designing a library and information science program for developing countries, researchers have found that there are course components which address competencies and skills needed by all librarians regardless of nationality. "The essential elements of the core programme in library education are as follows: (1) Foundations, (2) Bibliographical Resources, (3) Design of Retrieval Instruments, (4) Administration and (5) Type of Library Specialization. The competencies and subjects which are emphasized by these librarians of different nationalities do not differ significantly. Naturally, in any local programme of study, there must also be courses which specifically reflect local concerns and issues."[20]

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19. Lefko Saracevic, "Information Science Education," p. 140.

20. R.M. Ballard, "Library Education and Library Problems in Developing Nations," p. 68.

As I stated previously, librarianship has become an international profession. And, just as librarians transfer and disseminate information, so should developed and developing countries share their expertise in the design of library programs. In this way, significant assistance could be rendered as follows:

"1. Advice could be offered on setting up a school of librarianship or other library education system, and in devising syllabuses, etc.
2. Staff from established schools of librarianship in developed countries could go out to help in the teaching, at least in the early stages. The larger schools of librarianship in Britain have done this on a fairly regular basis.
3. Teachers or potential teachers from the developing countries could be seconded to an existing and experienced library school to learn about teaching librarianship. Again some British schools of librarianship operate this system, either offering formal courses or informal attachments."[21]

In conclusion, we are fortunate our library and information science profession is growing in importance. Many are not. The functions performed by us are increasing as the need for information is expanding.

The "information explosion" has created the demand for the

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21. Peter G. New, Education for Librarianship, "Hamden, Connecticut: Linnet Books, 1978), p. 19.

expanded storage, retrieval and use of information. With the melding of new technologies, the combination of computer science and retrieval technologies, the profession is growing and moving ahead. There is no stopping the need for information, for the world of work cannot proceed without knowledge, To handle the vast amount of knowledge today, we must perfect our abilities to manage, store, manipulate and retrieve information. The education of students and putting knowledge to work are essential to the growth of progress of both developed and developing nations and indeed the world.

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IFLA GENERAL CONFERENCE NAIROBI 1984

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Division: SPECIAL LIBRARIES

Section: SOCIAL SCIENCE LIBRARIES

The Provision Of Social Science Literature And Information Services In Kenya: Availability, Accessibility, Future Prospects and Problems.

by

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THE PROVISION OF SOCIAL SCIENCE LITERATURE AND INFORMATION SERVICES IN KENYA: Availability, Accessibility, Future Prospects and Problems.

Abstract

A visiting researcher or librarian may wish to find out state of Social Science Literature Provision in Kenya and how such information is being utilised.

It is the objective of this paper to provide an exposition of Kenya's need for Social Science Information as an indispensable domestic resource to be mobilised by her planners, policy-makers and managers.

The national need for library and information services is emphasized with references to the Current Development Plan 1984-1988.

Mention is made of the lack of a centrally co-ordinated establishment and development of library and information services in general pointing to the fact that the growth and development of these services were to a large extent a matter for individual institutions or organizations.

The subject matter and scope of Social Science Literature is outlined and expounded with special reference to its potential value and utilisation. Reference is also made to the primary users of Social Science Libraries including educators, trainers and trainees of administrative and management development subjects, businessmen and managers.

The paper has included a general survey, but not an exhaustive one, of existing Social Science Library and Information resources in Kenya giving where possible subject scope, stock and size of collections and users.

THE PROVISION OF SOCIAL SCIENCE LITERATURE AND INFORMATION SERVICES IN KENYA: Availability, Accessibility, Future Prospects and Problems.

1.0 INTRODUCTION:

The Republic of Kenya, usually listed among the under-developed or developing countries has its share of the world's economic and social problems. It is, in the bid to address herself to these problems that the Kenya Government has listed five basic needs as: Food and Nutrition, Housing, Health, Water and Education. There is, no doubt that these are indeed basic and have a bearing on the standards and quality of life for the majority of the Kenyans.

The Government has in response to these national needs come up with a strategy for future development which includes the mobilization of domestic resources and the equitable development of both the public sector and the private sector. The current IFLA Conference theme: "The Basis of Library and Information Services for National Development", by implication points to the fact the library and information services have an important role in national development. They provide the key to one of the most important domestic resources ever to be mobilised. This resource is KNOWLEDGE, IDEAS - INFORMATION as a basis of decision-making, policy formulation, etc for national development.

1.2 What is"Information"?

The Concise Oxford Dictionary defines information to be "informing, telling, thing told, knowledge, (desired)items of knowledge, news;(on about)".

It is when information is sought and used in the planning, implementation, monitoring and evaluation of projects irrespective of their magnitude, that we realize its importance in ensuring the effective operations and control of such projects in any organization.

2.0 Do we, in Kenya have a national need for information Library and Information Services?

The national need for INFORMATION and hence library and information services does exist. The following statement on the national need for library and information services in Britain equally applies to Kenya:-

> "The complexities of modern life are increasingly characterized not only by an explosion in the amount of recorded information, but by the need to have ready access to this information. This need exists for individual citizens if they are to play a full and effective role in society and institutions, organizations, government agencies, commercial concerns and manufacturing industries. Failure to provide adequate access to the vast range of information now available can freeze attitudes, hold back development, blunt efforts to improve the country's economic performance and result in misdirected energies and duplicated research. Neglect of a country's library and information resources is bad management". (In:'Future Development of Libraries: The Organizational and Policy Framework: A Report of the Library Advisory Council')

The Unesco Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures in 1974, emphasized information- as both a basic national need and a resource in the following statement:-

"Information is an essential part of a nation's resources and access to it is one of the basic human rights--- information is not only a national resource vital to scientific and economic progress, but also the medium of social communication. The personal, vocational and social development of the individual depends on the amount, quality, and accessibility of information to such a user. The ultimate aim of an information policy must, therefore be an informed society".

The existing provision and varied pattern of library and information services in Kenya has been influenced by a number of factors, the main ones being:-

(i) Strength of demand at the institutional or organizational level and

(ii) Chance benefactions, manifested by the many book donation schemes such as ODA: Book Presentation Scheme administered by British Council, etc.

3.0 Lack of Machinery for National Planning and Co-ordination

Apart from the Kenya National Library Services which is a public library service established through an act of Parliament (Cap225 Laws of Kenya), all other library services have heavily been influenced by institutional or organizational needs. And given that there is, up-to-date, no machinery for the national planning and co-ordination of library and information services, each library and information service has developed independently seeking to satisfy the needs of its clientele. It is towards the attainment of institutional or organizational aims and objectives that the various services strive. It is however, important to note that broadly libraries in this country serve three main areas:-

1. Education:- Libraries within various schools colleges, polytechnics and universities = Academic libraries
2. Information:- In support and furtherance of the work of the community. Included here are the needs of commerce and industry, the needs of public authorities including central and local government departements and institutions, and the needs of each individual as he seeks to fulfil his role in society = Special libraries.
3. Culture, recreation and leisure: all are served by the public library system, except for major collection in the cultural field, such as the collection at the National Museums of Kenya and University of Nairobi, Institute of African Studies Libraries.

Considering the diversity in the range of functions which these library and information services perform and the fact that there is no national machinery for co-ordinating the services, libraries have had to develop a scheme of voluntary co-operation. This enables existing libraries to borrow from and lend each other freely to make up for any deficiences in meeting the information needs of our entire readership.

It is within the general framework described in the preceding paragraphs, that the provision for social science literature (SSL) and information for development is made.

4.0 What is Social Science Literature?

This includes all the documentation in what is traditionally the social science disciplines. According to Encyclopaedia Brittanica (Micropaedia) subject matter of Social Sciences:-

"Concerns the disciplines that deal with human behaviour in its social and cultural aspects - economics, political science, sociology, social and cultural anthropology, social psychology and social and economic geography; and those areas of education that deal with the social contents of learning and the relation of the school to the social order".

A look at the Table of Contents of Ole Norgaard's Kenya in the social sciences: an annotated bibliography 1967-1979 details the following as subject matter covered in the social sciences.

I. General

A. Comprehensive bibliographies, research programmes/ policies.

B. General works, travel descriptions and touristic guides.

C. Documentation, libraries, Archives, Publishing.

D. Museums, Cultural affairs.

II. Population.

III. Language.

IV. Religion.

V. History.

VI. Government and politics.

VII. The economy/Development planning.

VIII. Education.

Development studies or projects are so multi-disciplinary that they invariably incorporate information from the following social science branches:-

I. Research methods and techniques; scientific method

II. Social science and Administration:-

A. General social and Behavioural science.

B. Economics (matter of general economic interest. including economic development)

C. Sociology (including sociometry)

D. Political Science

E. Psychology; Social Psychology; Psychiatry

III. Cultural factors; Anthropology

IV. Comparative Administration (including comparative government and international administration)

V. Organization and management; organization theory Business management, industrial

VI. Executive leadership; decision-making; group dynamics

VII. Human relations; industrial relations

VIII. Personnel Administration; Civil Service

IX. Education; Training; Conference techniques

X. Automation; Computers; Automatic and Electronic Data processing.

XI. Public finance

XII. Public relations; public opinion

XIII. Administrative law, Government Regulations; Government enterprises.

XIV. Administration of selected functions

XV. Ethics; Morality

It is hoped that the above attempt to define the scope of social sciences literature will give us a clear idea of what constitutes a Social Science Collection or Library.

5.0 Of What Potential Value and Use is Social Science Information? And How does it Relate to Information on Administration for Development?

The value of Social Sciences information is clearly spelled out in our concern for who its users are. These will in turn have influenced the establishment and development of the existing pattern of social science library and information services in Kenya.

The primary users of social science libraries or social science collections within other libraries include the following:-

1. Educators, trainers and trainees of administrative and management development subjects.

2. Government officials or civil servants especially those at policy-making level.

3. Research workers on the problems of administrative and managerial practices and reform.

4. Business-men and managers particularly those at top management level whose work involves public enterprises and corporations.

The information needs of the above users are broadly determined by their administrative and management responsibilities or by a predermined research need. They all invariably have decisions to make, policies to formulate, plans and projects to implement or review, etc. and in order to do so they require knowledge, items of knowledge and news required to ensure the effective working and control of their organizations.

Social Science Information is per se administrative information, and/for all practical purposes for administering and is managing development. One of the crucial problems confronting Third World Governments including Kenya, is the lack of adequate, well-co-ordinated, and reliable information for making policy and administrative decisions and also for the analysis of problems. It is in the light of this problems that The African Training and Research Centre in Administration for Development (CAFRAD) based in Tangier, Morocco was established in 1964 with the following as its major objectives:-

> To provide assistance to the African states in solving their practical administrative problems through training, research, consultancy and documentation, in accordance with their needs and wishes.

CAFRAD has, accordingly established within its framework a co-ordinating centre for an African Network of Administrative information (ANAI). ANAI's main objective is:-

to make available to decision-makers and opinion moulders administrators, planners, researchers and trainers up-to-date, relevant and accurate information in the areas of development, administrative reform, human resources, personnel management, public enterprises management etc.

Information (political, social, economic, cultural and on physical environments) is fundamentally a development asset and resource that has to be planned for, generated and developed through research; acquired and organized for dissemination to ensure accessibility and availability for utilisation.

Within the ANAI project, the Kenya Institute of Administration, library is the officially designated national liaison centre and focal point in Kenya. Though the project is not yet fully operational, it will undoubtedly boost and enhance the provision and utilisation of social science information services in all the member-states of CAFRAD.

6.0 Where in Kenya are Social Science Information Services or Libraries to be found? What is their scope and size of collection? Who are the main users or Clientele?

Below will be listed libraries which one may find to be largely social sciences in subject -scope and libraries whose collections though general in scope, will still provide good social sciences information services. The list is also divided up into Government-funded and non-Government aided ones. Also used are the acronyms SSL and G against each library to denote respectfully social science libraries and libraries though in subject scope, do have substantial social science collections.

1. **Government Aided:**

Central Bank of Kenya Libraries (Nairobi and Mombasa)(SSL)
Governing body: Central Bank of Kenya
Subject Scope: Economics, banking and management.
Stock: 13,000 books. Periodicals: 200 current periodicals
Clientele: Central Bank of Kenya staff and University of Nairobi staff and students.

2. Central Bureau of Statistics library (Nairobi) (SSL)
Governing body: Ministry of Finance and Planning
Subject Scope: statistics, economics and accountancy
Stock: several thousand items Periodicals: over 20 current titles
Clientele: Ministry of Finance and Planning staff and bona-fide research workers and other libraries.

3. Central Government Library of the Kenya National Archives Nairobi (G)
Governing body: Kenya National Archives
Subject Scope: General (legal deposit library)
Stock: Periodicals:
Clientele: For reference only:- researchers and Government officials with authority from Office of the President only.

4. Central Reference Library (Nairobi) (G)
Governing body: Ministry of information and Broadcasting
Subject Scope: General with emphasis on politics, education and econom
Stock: 5023 books Periodicals: local newspaper only
Clientele: General public and KNA staff and other Ministry of information and broadcasting staff.

5. Co-operative College of Kenya Library (Nairobi) (G)
Governing body: Ministry of co-operative development
Subject Scope: Co-operative development; Accountancy; law
Stock: 9200 books Periodicals: 30 current titles
Clientele: Students and staff and other/with Principal permission /s

6. Directorate of Personnel Management Library(SSL)
Governing body: DPM
Subject Scope: General, but strongest in social sciences-management and other administrative information, including government publications.
Stock: 2000 books Periodicals: less than 10 current titles
Clientele: DPM, and other Office of the President staff.

7. Kenya National Library Services (G)
Governing body: Kenya National Library Services Board.
Subject Scope: General but has substantial social science material Headquarters Nairobi includes legal deposit material.
Stock: 500,000 books Periodicals: local newspapers only
Clientele: Public, but heavily used by Primary, Secondary, and University students and businessmen; currently producing the National Bibliography at its Headquarters Nairobi

8. Government Training Institute, Maseno(SSL)
Governing body: Office of the President, Directorate of Personnel Management.
Subject Scope: Social science but strongest in Accountancy and Management.
Stock: 13,000 books Periodical: 20 current titles
Clientele: Students, staff of Government Training Institute and residents of the institute

9. The High Court of Kenya Library (SSL)
Governing body: Registrar of the High Court
Subject Scope: Law in all aspects with particular bias on East Africa,
Stock: 16,000 books Periodicals: 40 current titles
Clientele: Judicial staff and Advocates of the High Court of Kenya and other members of the legal profession in Kenya

10. Highridge Teachers Training College Library(G)
Governing body: Highridge T. T. College Board of Governors
Subject Scope: General with emphasis on education
Stock 7,000 books Periodicals: 10 current titles
Clientele: staff and students.

11. Kagumo Teachers College Library (G)
Governing body: Kagumo College Board of Governors
Subject Scope: General with emphasis on education
Stock: 20,000 books Periodicals: 56 current titles
Clientele: Staff and students of Kagumo College

12. Kaimosi Teachers College Library(G)
Governing body: Kaimosi Teachers College Board of Governors
Subject Scope: General with emphasis on education
Stock: over 20,000 books; Periodicals: over 17 current titles
Clientele: staff and students.

13. Kamwenja Teachers College Library (G)
Governing body: KTC Board of Governors
Subject Scope: General with emphasis on education
Stock: over 6,000 books Periodicals:
Clientele: Staff and students

14. Kenya Institute of Administration Library (SSL)
Governing body: Office of the President, Directorate of Personnel Management
Subject Scope: Accountancy, social sciences and history
Stock: over 40,000 monographs and pamphlets Periodicals: 190 titl
Clientele: Students, staff, senior government officials, University staff and researchers

15. Kenya Institute of Education Library (SSL)
Governing body: Kenya Institute of Education Board
Subject Scope: Education particularly curriculum development and teaching methods
Stock: 25,000 books Periodicals: 134 current titles
Clientele: Kenya Institute of Education staff and teachers out in the field and all bonafide, research workers.

16. Kenya National Assembly Library (SSL)
Governing body: Kenya National Assembly
Subject Scope: General with emphasis on the social sciences
Stock: over 10,000 books Periodicals: 8,000 bound, 90 current titles.
Clientele: National Assembly staff and members of Parliament

17. Kenya National Commission for UNESCO Library (SSL)
Governing body: K N C for UNESCO
Subject Scope: General with emphasis on education
Stock: 5,810 Periodicals
Clientele: Ministry of Education Science and Technology staff and bonafide research workers.

18. Kenya School of Law Library (SSL)
Governing body: Attorney General/Kenya School of Law
Subject Scope: law, Biographies
Stock: over 2750 books Periodicals: 9 current titles
Clientele: Students and staff and any other persons with special permission from the Principal.

19. Kenya Utalii College Library (SSL)
Governing body: Kenya Utalii College Library
Subject Scope: Hotel management and tourism
Stock 5000 books and 70 current titles of periodicals
Clientele: students and staff.

20. Kenyatta University College Library (G)
Governing body: Kenyatta University College
Subject Scope: General with emphasis on education
Stock: 70,000 books, bound periodicals and pamphlets over 1200 current periodicals titles
Clientele: students and staff of KUC, former students of KUC and bonafide research workers with permission from the librarian.

21. Management Training and Advisory Centre Library (SSL)
Governing body: Ministry of Commerce and Industry
Subject Scope: Business and Industrial Management trade unionism and allied fields
Stock: over 4,500 books . Periodicals: 20 current titles.
Clientele: Management training course participants and consultants, Ministry of Commerce and Industry staff and DPM staff members.

22. Ministry of Foreign Affairs Library Nairobi (SSL)
Governing body: Ministry of Foreign Affairs
Subject Scope: Political sciences with emphasis on foreign relations and diplomacy
Stock: over 3000 books Periodicals: 19 current titles
Clientele: Ministry of Foreign Affairs staff

23. Mosoriot Teachers College (Eldoret) (G)
Governing body: Mosoriot Teachers College Board of Governors
Subject Scope: General with emphasis on education
Stock: over 7,000 books, pamphlets reports and periodicals
Clientele: staff and students.

24. Nairobi City Library Services (G)
Governing body: Nairobi City Commission
Subject:Scope: General
Stock: over 150,000 books, bound periodicals 5,000 volumes newspapers and government publications Periodicals: 220 current Titles.

25. National Museum of Kenya and East African Natural History Society Library (G)
Governing body: Museum Trustees of Kenya and E. African National History society.
Subject Scope: Natural history and African Anthropology
Stock: 6,000 Periodicals: 425
Clientele: Museum staff and members of E, African Natural History society.

5. Goethe Institut Library (G)
Governing body: Goethe Institut, Munich Germany
Subject Scope: General
Stock: ca 8,000 books Periodicals: 75 current titles
Clientele: Public

6. Information Service of India Library (SSL)
Governing body: High Commission of India in Kenya
Subject Scope: (mainly SSL) politics, economics, history, public administration, biography and culture.
Stock: Periodicals:
Clientele: Public, students

7. Japan Information Centre (G)
Governing body: Embassy of Japan, Nairobi
Subject Scope: General but has SSL materials
Stock: 1,045 Periodicals: 150
Clientele: Public, mainly Nairobi residents.

8. Nation Newspapers Limited Library
Governing body: Nation Newspaper Board of Directors
Subject Scope: General
Stock: over 400 books, 30,000 subject and personality pictures 15,000 subject files of clippings: 20 current titles of periodicals
Clientele: staff and a limited number of researchers

9. United Kenya Club Library
Governing body: United Kenya Club
Subject Scope: General
Stock: over 3000 books Periodicals: 12 current titles
Clientele: Club members only

10. U.S. International University - Africa Library
Governing body: U.S. International University Africa
Subject Scope: Business Administration, Social Sciences
Stock: 4,000 textbooks and 6,000 books for general circulation,
Periodicals: 80 current titles.
Clientele: reading reference open to general public; borrowing bu staff and students only.

7.0 The Need for Co-ordination of SS Libraries into a National Network in Kenya

Co-ordination in development of library and SS information services would ensure improved dissemination, and hence prevent unnecessary duplication of research, which is often caused by lack of proper acquaintance with existing literature,

Such acquaintance may result from joint bibliographical projects such as union catalogues, union lists, etc or exchange of data and publications such as accessions lists, periodical lists etc.

Various studies already undertaken, completed published results and statistics, etc are an indispensable tool for planners and policy-makers - development studies.

State-of-art reviews of the existing literature or knowledge on the development problems of Kenya if undertaken could enhance the importance of library and information workers as useful partners in the total national development effort. In a wider context such bibliographical works would be an indispensable asset for the national research and planning community.

Future Prospects and Problems

The future prospects for SSL will have to be looked at in the context of the entire national library and information services infrastructure. How well co-ordinated these services will be, very much depends on the formulation of the long-awaited National Information Policy.

My hopes and I am sure, those of my colleagues in the profession are pinned on the National Council for Science and Technology (NCST)

The NCST was established in/through an act of Parliament /1980 (cap 250) to advise the Government on all matters relating to the scientific and technological activities and research and experimental development necessary for proper management and development of the country.

In the information field, the NCST is given the role to consider and advise generally on all the scientific activities including:

(i) The application of research results or findings;

(ii) The transfer of technology into agriculture and industry;

(iii) Science education, not only at the advanced level in respect of quality and quantity of potential manpower training but also at lower levels in respect of general science education for the public; and

(iv) Scientific documentation, statistics, surveys and general information

NCST is in the process of finalising the recommendation to designate certain libraries as national focal points for defined areas of knowledge. The NCST's National Documentation and Information Centre(NADIC) will act as a clearing house for purposes of disseminating the entire national information resource.

Such an arrangement would definitely ensure proper utilisation of existing information resources in the country and in turn, provide solutions to the following basic problems:-

(i) Research duplication and overlap by different research organizations working in the same field

(ii) Very poor dissemination of research findings to users e.g. policy-makers, businessmen, farmers, etc., and

(iii) Lack of public awareness of research findings.

All the listed libraries experience a number of constraints which continue to have a crucial bearing on the diversity and

quality of information services. To name but only the key ones, one may be tempted to put the financial constraint first.

The budgetary provision for a large part of the government-funded libraries still remain most inadequate. There is a noticeable tendency for many libraries to look forward to book-donations which may only take care of deficiencies in the monograph collection. The lack of adequate funds has seriously undermined the librarian's concern for periodical subscriptions.

The second problem is manpower. There is a serious shortage of trained manpower in most of the libraries in Kenya. Unfilled vacancies are known to exist even in the major libraries such as University of Nairobi, all due to unavailability of adequately trained professionals. Many of the listed libraries are for the same reason, currently headed by parafessional (or trained library assistants).

The main cause of this shortage is lack of training facilities in the country. Training at the professional level has always been done overseas mainly through scholarships provided under various technical co-operation schemes. Overseas training has become impossible as the cost of training increases and as the number scholarships reduces.

The Kenya Polytechnic runs a one-year course for paraprofessionals. There is now some distant hope for post-graduate training facilities to be provided at the proposed second University: The Moi University, Eldoret, by 1989. Such a provision will cater for training of librarians, Archivists and documentalists, and hopefully improve on our trained manpower situation.

There is, too the problem of accomodation and equipment. The majority of libraries, especiall/in Government departments and /y institutions are housed in very inadequate premises, a factor which undoubtedly affects the image, efficiency and effectiveness

of library services.

Many of these libraries lack the necessary equipment for orgainisation and effective dissemination of information. Some may lamentably be found to have no catalogues and no kardexes either!

The lack of co-ordination of kenya's library and information services will we hope, be answered through the co-ordination to be provided by the National Council for Science and Technology in its efforts to spear-head the library and information workers' pleas for a National Information Policy.

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